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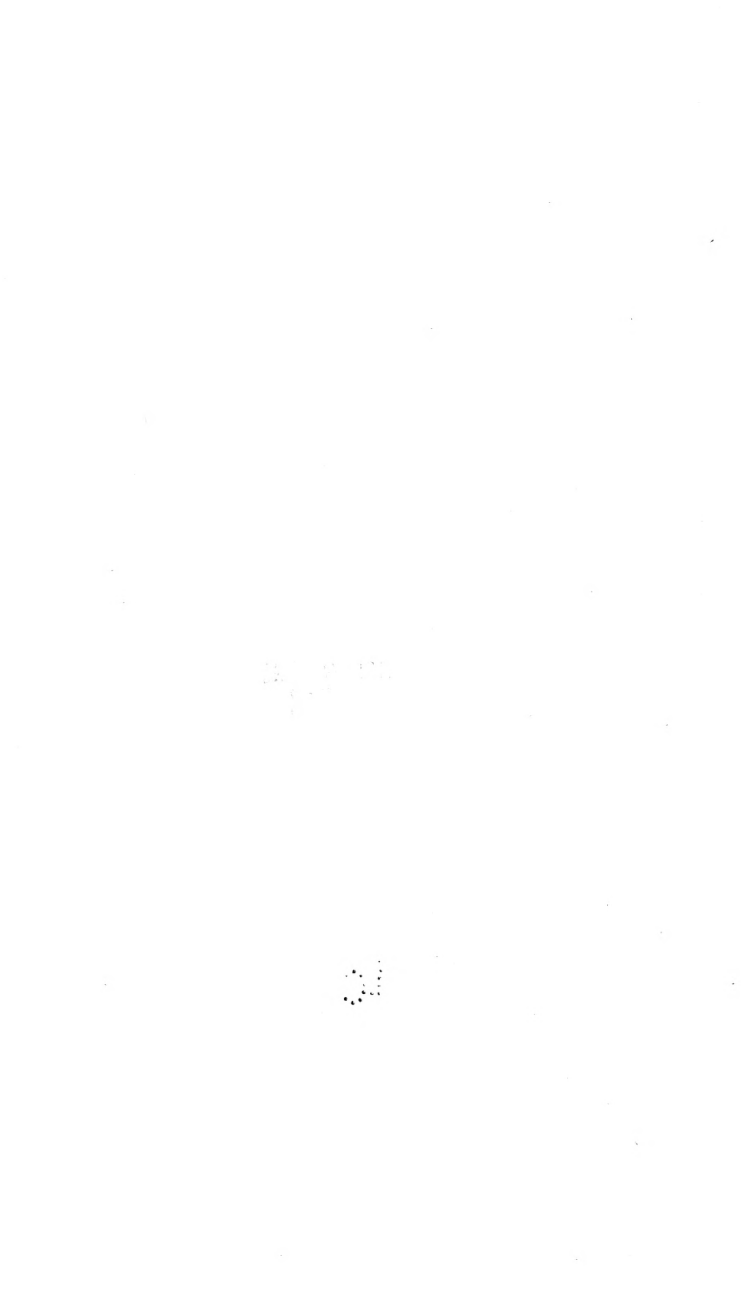
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FOR 1910

CHAPTER XV

Education in Ireland

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CHAPTER XV.

EDUCATION IN IRELAND.

By **CLOUDESLEY BRERETON, M. A., L.-ès-Ls.**
Formerly temporary inspector to the intermediate board.

Ireland, 32,360 square miles; population (estimated, 1908), 4,363,351.

TOPICAL OUTLINE. Elementary education.—Secondary and technical education: Secondary; technical.—Universities.

TABLE 1.—*Summary of current educational statistics of Ireland.*

[The information in this table relating to universities is taken from the Statesman's Yearbook, 1910, and from current calendars of the institutions. The remaining statistics have been compiled from the reports of the commissioners of national education.]

| Institutions. | Date of report. | Registered students or pupils. | Professors or teachers. |
|---|-----------------|--------------------------------|-------------------------|
| Universities and colleges: | | | |
| Dublin University..... | 1909 | 1,109 | 105 |
| National University of Ireland: | | | |
| University College, Dublin..... | 1909 | 445 | 40 |
| University College, Cork <i>a</i> | 1909 | 310 | 32 |
| University College, Galway <i>a</i> | 1909 | | 69 |
| Queen's University, Belfast <i>a</i> | 1908 | 708,992 | 14,941 |
| Elementary day schools..... | 1908 | 1,195 | |
| Training schools for elementary teachers..... | 1908 | | |

a Formerly Queen's College.

ELEMENTARY.

In Ireland, according to Mr. Graham Balfour, the problem of public education at the beginning of the nineteenth century "seemed almost hopeless." The principal adverse factors were differences of race and of religion between the governed and the governing classes, absence of trade and industry to provide an outlet for the surplus population, and widespread poverty. It was only in 1781 and 1792 that the penal statutes of William and Ann had been repealed which forbade Catholics either to teach in Ireland or send their children abroad to be taught. In fact up to the end of the eighteenth century the majority of schools were founded, apart from the ideal of the

advancement of learning, for the sake of propagating the religion and language of the dominant race. In 1824 what elementary education there was in the country may be summarized as follows: First, there were the lay societies (mostly Protestant) who had taken under their control many of the parish schools founded under an act of Henry VIII. The chief of these, the Kildare Society, had on its books at that date 59,208 pupils out of a total of 106,012 for all the societies. Then there were the Catholic schools with 46,119, the private and other schools with 13,686 pupils, and, lastly, there were no less than 394,732 scholars in the so-called "pay" schools, which were mainly the old Catholic "Hedge schools" where under the old penal laws—

Still crouching 'neath the sheltering hedge or stretched on mountain fern,
The teacher and his pupils met feloniously to learn.

The Kildare Place Society mentioned above owed its initial success to the fact that it was composed of persons of various denominations, with the professed object of supporting schools of an undenominational character, but the reading of the Scriptures without note or comment was insisted on in all its schools, and this ultimately rendered it unacceptable to the Catholics, while the state grants, which were its main support, were withdrawn in 1832. In 1829 the Catholic emancipation act, relieving Catholics of nearly all their disabilities, became law, and in the previous year a select committee of the House of Commons had reported in favor of a general scheme of combined literary and *separate* religious education, which, in the words of the chief secretary for Ireland, "should be capable of being adapted to the views of the religious persuasions which prevail in Ireland as to render it in truth a system of national education." It is only fair to add that the real, though unacknowledged, author of this scheme was the famous educationist, Mr. (afterwards Sir) Thomas Wyse.

In 1831 steps were taken to give effect to this policy, which was strongly supported by D. O'Connell, "the liberator," and the Roman Catholic hierarchy. The central control was placed in the hands of a board of commissioners of national education, composed of Protestants and Roman Catholics of high personal character. The commissioners originally numbered 7; subsequently their number was increased, and in 1860 it was limited to 20, 10 of whom were to be Protestants and 10 Roman Catholics. A paid commissioner was added to the board shortly after its foundation under the title of resident commissioner. The principal functions of the board were to have complete control of the schools, to make grants, provided local contributions were forthcoming, to require the schools to be kept open for a certain number of hours for combined moral and literary education, while making provision on one or two days for

separate religious instruction, to exercise control over all school books in use, to allow the local patron (generally a clergyman) or managers to appoint the teachers, subject to the board regulations, which did not, however, allow of a right of appeal to the board in case of dismissal, and, finally, to inspect the schools.

The religious difficulty was not long in showing itself. The Protestants and the Presbyterians objected to the exclusion of the Bible in school hours. On the other hand, the rules were not rigorously applied in all districts, and the Catholics, fearing proselytism, held aloof. In 1834 there were only 789 schools, with 107,042 children, under the board. But in 1866, after some thirty years of trial and experiment, the religious difficulty was settled by reverting to the original rule that no child should be allowed to remain for the religious instruction of a denomination other than its own unless the parent has requested it in writing, while the religious instruction has to be so fixed that no child shall be excluded indirectly or directly from the general advantages of the school.

The principal religious societies which remained outside the control of the board were the Church Education Society and the Christian Brothers. The Church Education Society was a Church of Ireland body. It flourished for many years, and in 1867 it had no less than 1,451 schools and 63,549 scholars; but after the disestablishment of the Church of Ireland its numbers greatly declined, and in 1891 it had only 260 schools and 6,494 pupils.

The Christian Brothers was a "congregation" founded in 1802 in Waterford by Mr. Edmond Rice for the education of poor Catholic boys. It was based to a certain extent on the model of the Christian Brothers of de la Salle in France. The members take the vows of poverty, chastity, and obedience, and also a vow to teach children gratuitously. It grew rapidly. In 1863 it had in Ireland 171 schools of different kinds which were educating some 19,380 children. In 1891 the figures were 130 schools and 21,382 pupils. In many of these schools they are doing work of a higher literary or "vocational" kind, as will be described later. The Christian Brothers have also extended their activities to England and the colonies. As an agency of true democratic education they have performed to a remarkable extent the function of giving many of the brighter boys of the nation the chance of rising in life. In 1903 they were educating some 27,000 elementary children and 3,000 intermediate.

A select committee under Mr. Wyse as chairman, which reported to the House of Commons in 1838, may be mentioned here as anticipating many reforms, some of which have since been adopted. A great feature was made of object lessons. Manual and physical training were recommended, as well as agricultural teaching. Singing and drawing were strongly advocated. The creation of local education authorities with power to strike a rate was also proposed.

The board has founded in all some 32 model schools to promote "united education," to act as schools of experiment and example, and to train teachers. These schools have failed, unfortunately, to secure the full confidence of the Roman Catholics. In spite of this and other drawbacks the number of schools under the board steadily increased. In 1865-69 they numbered 6,586, with an average attendance of 354,853 pupils. A royal commission under Lord Powis was appointed in 1868. Its report in nine volumes was published in 1870, and many of its chief recommendations have since been adopted. The comparatively low state of education is shown by the statement, "We know very well that 45 per cent of the attendance in the national schools are in the first book."

The state of things in 1871 is thus described by Doctor Starkie: "A very large proportion of the schools were wretched thatched cabins, badly lighted, badly and inadequately furnished, and kept in bad repair. * * * The attendance was a negligible quantity. Pupils strolled into school all day and left without any excuse. The rolls were not called until a fair muster was made at 12 o'clock or later. In 1871 there were 1,000,000 children on the rolls, and the average attendance was 350,000—exactly 35 per cent. In some counties the attendance was below 20 per cent—for instance, in Mayo, 11.9. * * * In 1871 only 7.9 were in the senior classes. * * * In Mayo only 15 were in the highest class out of a population of 250,000." These figures are highly significant in the light of subsequent progress.

Teachers' salaries in 1841 ranged from £20 to £12 for males, £15 to £10 for females, special methods being adopted for the payment of teachers belonging to religious bodies. Payment by results was introduced in a modified form in 1871. According to competent witnesses, it produced a beneficial effect at the time in the way of leveling up the teaching, but it reproduced here, as elsewhere, the same injurious effect of making the teaching mechanical, and in 1900 the system was abolished. In 1875 two important acts affecting teachers were passed. One was an attempt to induce local authorities to raise money for education by offering additional treasury grants. Of the boards of guardians interested, not more than 73 out of 163 ever took up the matter. This number sank in 1897 to 25, and in 1900, on the abolition of payment by result, this source of contribution ceased. The total amount from local sources of all kinds only amounts to about 6 per cent. The other important act of 1875 afforded to a certain extent financial facilities for providing residences for teachers—a long-felt want. This act was followed by a similar one in 1879, which also contained provisions for teachers' pensions, a sum of £1,300,000 of the funds of the disestablished church being set aside for that purpose.

The deficit in trained teachers in Ireland was brought out by the statistics of 1883, which showed that only 52 per cent, or 1,412 out of 2,714 Protestant teachers, and 27 per cent, or 2,142 out of 7,907 Roman Catholic teachers, were trained. The schools also were much understaffed. England at that time had three times and Scotland nearly six times as many teachers in proportion as Ireland. The revelation of this disparity led to the creation or recognition of a certain number of voluntary training colleges in addition to the board's own college in Marlborough street, Dublin. Government help was given to such colleges up to 75 per cent of their annual expenditure. As a result of these reforms the number of teachers who had received one or two years' training rose to 53 per cent in 1901.

Compulsory education for Ireland was proposed by the House of Commons in 1883. It was not till 1892, however, that education, which had previously been made free in Scotland and England, was rendered gratuitous in Ireland, and an attempt was made to set up compulsory attendance in the town and townships. The discretion of extending it to the counties was given to the county councils, which were created in 1898. Owing to financial difficulties the principle was adopted slowly, even in the towns. In 1901 only 83 out of 120 townships had adopted the requisite machinery, and 43 rural districts. Taking these districts together, the total attendance after a few years showed an excess of 5 per cent over the rest of Ireland, the improvement being most marked in rural districts.

At the outset the board was very anxious to encourage industrial and agricultural training. The efforts at industrial education did not produce any permanent results. In agriculture they were more fortunate. In 1837 two agricultural schools were established, and in 1838 a model farm and garden were opened at Glasnevin. Subsequently the commissioners began to lease and manage farms. These in 1875 numbered no less than 228. Agriculture was made an obligatory subject. Unfortunately it was largely theoretical, and its value may be gauged by the statement that the highest marks were earned, according to Doctor Starkie, by the town "gamins" of Belfast. By 1900 all the farms belonging to the commissioners had been given up with the exception of Glasnevin and another, which were taken over by the agricultural and technical department, whose duties were twofold, one to encourage agriculture and industry and the other to encourage scientific and technical instruction in the schools. The work of the department, which is mostly concerned with higher and technical education, will be described later.

In 1898 a vice-regal commission, called the Belmore commission, reported in favor of a more practical education being introduced into the schools, thereby confirming many of the recommendations

of the Wyse committee fifty years before, involving an extension of the kindergarten for infants and of woodwork and hand and eye training for the older children. Drawing (taken by only 31 per cent of the children) and singing were to be made compulsory; the bookish agriculture was to be replaced by elementary science. The general verdict of the commission was that while it fitted boys to enter the secondary schools (intermediate), it left them "not fit to enter a technical school, even if they had such a school at their doors." Two years later a body of organizers for instructing and advising teachers was created, and the teaching is every year becoming more and more practical in the schools. Classes also for training national teachers in science and art are carried on by the agricultural and technical education department in the technical schools, such classes being under the joint inspection of the national board and of the department.

The beginning of the twentieth century showed a revived public interest in Irish education, elementary as well as university. The whole system was fiercely attacked by Mr. Macarthy in his "Priests and People," and by Mr. Hugh O'Donnell in his "Ruin of Irish Education." A certain number of outspoken criticisms were also made by Doctor Starkie, the resident commissioner, speaking in his private capacity at the meeting of the British Association in Belfast in September, 1902. Doctor Starkie pointed out that while the revised scheme for teachers' salaries might be expected to do much for improving education, the absence of a strong public opinion in favor of education was a marked feature in Ireland. He also brought out the comparative lack of effective compulsion, attendance in Ireland being only 63 per cent as against 82.4 in England and 82.9 in Scotland. Even the worst Welsh County, Anglesey, had a better average (73.3) than the best Irish county. He dilated on the defective state of the schoolhouses (1,100 described "as scarcely habitable"). He criticised the comparative indifference of the managers, whether Church of Ireland, Presbyterian, or Catholic, and alluded to, but did not advocate, the levying of local rates for education as a means of enlisting and interesting local public opinion.

The parties concerned were not long in composing their replies, and a vigorous pamphlet was published by Rev. M. O'Riordan. The latter was also intended to answer certain criticisms on clerical influences in Sir Horace Plunkett's "Ireland in the New Century." Other brochures of a similar kind were issued by the Rev. J. Malone, P. P. ("Irish Education"), and the Rev. M. Curry.

In the midst of this turmoil of controversy one point seems pretty clear—that if the clerical managers had not always shown all the zeal they might, they were after all the main persons in the country to show any zeal at all, as far as elementary education was concerned.

In 1904 Mr. F. H. Dale, an inspector in the English board of education, was deputed by the lord lieutenant "to inquire and report how typical Irish elementary day schools compare with similarly circumstanced public elementary schools in England as regards premises, equipment, staffing, and instruction; and to what causes differences in economy and efficiency appear to be due." He reported that the Irish school buildings in towns were "markedly inferior" to English of a similar type, and proposed as a remedy the creation of local bodies with rating powers for education. On the other hand, he stated that the majority of country school buildings did not compare unfavorably with the corresponding English ones. The equipment was "tolerably satisfactory," but except in the convent schools the Irish schools were very deficient in attractiveness of appearance and equipment other than in necessities. Mr. Dale noted that "a much larger proportion" of Irish teachers were trained than English, "a circumstance that creates a strong presumption of greater efficiency." The difference in salaries for head teachers on the whole was, *ceteris paribus*, not remarkable, while many head mistresses were even better paid than their English colleagues. The salaries of assistants was "distinctly lower," but their chances of promotion to headships were greater. Mr. Dale further pointed out the unnecessary multiplication of small separate schools, which had steadily increased, though the population was diminishing. "The primary cause has been the preference for a strictly denominational system of education. The object of the national school system in Ireland has therefore not been achieved." Less strict control on the part of the central authority than exists in England over the supply and organization of schools was also given as a contributory reason. Mr. Dale likewise indicated that little or no local interest was shown except by the clergy. The convent schools were singled out as at once the least expensive and among the most efficient and best-managed schools. Other points of criticism were the inadequacy and faulty distribution of the staff, especially in the small schools of 40 to 59 pupils; the irregularity of attendance, which in several schools might be improved by the conveyance of the children in covered carts; the inferiority of the discipline and of the methods and aims of instruction. The subjects recently introduced into the code were pronounced a success with the exception of the hand and eye training.

The board at once took cognizance of Mr. Dale's report, and in their annual report for 1903 published some very remarkable statistics of progress during the last century. In 1851 (twenty years after the foundation of the board) the illiterates over 5 years old numbered 47 per cent of the population. In 1901 they had sunk to 14 per cent. In 1871 of the children between 10 to 15 only 59

per cent could read and write; in 1901 the percentage had risen to 94 per cent. They further pointed out that the percentage of trained teachers, 57 per cent, was much higher than that for England and Wales.

Certain of Mr. Dale's recommendations were adopted by the board within a year or two of his report, notably in respect to diminishing the excessive number of small schools, to increasing the salaries of assistants, and making an addition to the staff in the shape of a manual instructress in small schools with an average of 35 to 49.

The rebuilding and remodeling of unsuitable buildings had long been occupying the serious attention of the board. But for several years after 1901 the preparation of new plans hung fire and delay was no doubt also caused by the uncertainty of the political situation. There was, in consequence, an accumulation of arrears in the way of urgent cases. In 1907 an Irish council bill was brought in by the Government. As far as education was concerned, the national board and the intermediate board, which looks after secondary education, were to be replaced by an educational department or committee under the control of the council and organized by it, additional members (not excluding women) to be added by the lord lieutenant. The bill was, however, withdrawn, and subsequently no attempt has been made to coordinate Irish education. One great difficulty of the board was the absence of any local rate or aid toward the cost of education. It has, however, been pointed out that apart from the very large number of children educated free by the Christian Brothers the whole upkeep of the schools, occasionally part of the teacher's salary, and half the rent of the teacher's residence, are provided locally. The latter half is usually, however, paid by the teacher, but in about 5 per cent of the schools the teacher's residence is provided entirely locally. In 1907 a fixed sum was given by the English treasury of £40,000 for three years in order to assist the commissioners in making building grants. Certain sums from the development grants were also provided which did not, however, materialize, and judging from the most recent report much still remains to be done. In 1908 a parliamentary grant of £114,000 was made to improve teachers' salaries. The principle has also been adopted of providing covered carts for the conveyance of children living at a distance.

Special training in horticulture has been arranged for in conjunction with the department of agriculture and technical instruction, but the necessary funds for carrying it out are still lacking. The study of Irish has been fostered with striking results. There were 105 schools taking the subject in 1899; in 1901 the number was 1,198. At the end of December, 1906, the schools numbered 2,072, with 161,740 pupils. In 1908 the number of schools had risen to

3,047. During the same period the bilingual schools rose from 36 to 168. The number of children taking Irish was 195,801. According to a recent report by Mr. D. Mangan to the board, the standard of attainment is rather uneven, but much good work is being done.

The schools themselves are becoming more and more denominational in practice. In 1883 the percentage of schools containing both Roman Catholics and Protestants numbered 53.8 of the whole number. The percentage has progressively declined, and at the end of each quinquennium the percentages were successively 48.4, 45.5, 38.1, 33.1, 30.4, the latter being the figure for 1908. This means, in other words, that more than two-thirds of the children are in schools where the pupils are either exclusively Protestant or exclusively Catholic. This of course is the real cause of the number of small schools. In 1908 out of 8,336 there were 5 with less than 10 on the rolls; 196 with less than 15; 253 with less than 20; 677 with less than 25; and 699 with less than 30; thus, 1,830, or 22 per cent of the whole, have under 30 pupils.

The percentage of average attendance for 1908 is noteworthy as being the highest on record, amounting to 71.1. The total percentage of trained teachers is 64.7.

It would seem that the controversies that arose at the opening of the twentieth century have largely quieted down, not, however, without leading to a substantial increase in efficiency in the ways mentioned above, though much still remains to be done in the way of improving the school buildings and raising the standard of attendance to a higher level. The chief outstanding problems would appear to be better pensions for teachers, further amalgamation of small schools, the establishment of higher grade schools for continuative education, provision of school gardens and improvements in cleaning and heating in the schools, in the cost of which the local managers now appear to be willing to share.

SECONDARY AND TECHNICAL EDUCATION.

SECONDARY.

During the four centuries after the death of St. Patrick, Ireland became one of the chief centers of European culture, and was known as "insulasanctorum et doctorum." To give only one or two instances, the great college of Mayo, called Mayo of the Saxons, contained no less than 2,000 English students, while Romans, Gauls, Germans, and even Egyptians were to be found among the pupils of the ancient Irish schools. The repeated incursions of the Northmen wrought havoc with the country and its schools, and the Anglo-Norman conquest, which extended over four centuries, completed their ruin. It was not till the reign of Elizabeth and James I that efforts were made to pro-

vide for Irish education by the foundation of the so-called diocesan free schools, which quickly became schools of a classical and grammar-school type, and of the royal free schools which were mainly established within the Ulster "plantation." Although intended to be free to all denominations, these schools were practically attended by Protestants alone, owing to their Protestant "atmosphere." A few more grammar schools were founded during the seventeenth century by private persons, notably the Earl of Cork and Erasmus Smith, an alderman of London. The penal statutes of William III (1631) and of Anne (1692) entirely deprived the mass of Catholic population of all education. Henceforth parents were condemned to send their children abroad secretly to school or have them educated equally surreptitiously at home.

A commission that reported in 1791 found there were 46 grammar schools with 1,214 pupils and an income from endowment of £7,600. Commissioners of charitable donations and bequests were appointed in 1800 to look after charitable endowments. In 1858 they managed an income of £2,461, mainly applicable to education. More important were the board of commissioners of education in Ireland, who were appointed in 1813 to look after all the endowed schools with certain definite exceptions. They do not seem to have had a very successful record in the management either of the estates or of the schools. A select committee, who sat from 1835 to 1838, with Mr. Wyse as chairman, drew up a scheme for secondary education as comprehensive as that they proposed for elementary education (see Elementary). There was to be in every county an academy or provincial college and in each of the four provinces an agricultural college. The types of education were not only to be classical, but commercial and scientific. Local education rates were recommended, and the creation of a chair of education at the university advocated.

The Ursuline nuns were permitted to establish themselves in Ireland in 1771. In 1821 the Loretto nuns, a teaching community, founded their first Irish branch. The foundation of the Christian Brothers was at an earlier date (see Elementary), but for many years their work was almost entirely elementary. Later on they went in largely for higher education and in 1903 they were educating a third of the boys in secondary education.

The Kildare commission, reporting in 1858 on the endowed schools, found there were 52 endowed grammar schools and 2 superior-English schools with an income of £15,452. At the same time they pointed out there were no less than 91 towns with a population of over 2,000 each which had no public secondary schools. The Rosse commission, appointed in 1878 and reporting in 1880, drew special attention to the lack of what we should call to-day "vocational" education. They reported that there were 700 endowed schools, of which 300 were

under the commissioners for elementary education. The total endowments amounted to £85,000, but of this only £8,000 was in Munster and £891 in Connaught. In 1885 the education endowment act was passed which allowed the endowed schools to be reorganized and their endowments as far as possible to be extended to the benefit of both sexes, while the board of commissioners of education was reformed and reconstructed.

In the same year as the Rosse commission was appointed a new body was called into existence to provide for the state organization of secondary education. The need especially from the Catholic point of view was particularly urgent. While out of every 100,000 people in Scotland 371 were receiving a secondary education, in Ireland out of similar numbers of Protestants and Catholics, respectively, there were 199 Protestants and only 2 Catholics. To remedy this glaring deficiency, the intermediate education act was passed. The administration of the act was entrusted to a board composed of representatives of different denominations. Its functions were to carry on a system of public examinations, to grant prizes, exhibitions, and certificates, and to pay managers of schools fees dependent on the results of its public examinations.

As regards income, the board were allotted £1,000,000 out of the funds of the disestablished church, the income of which amounted to £32,000, though it subsequently sank to £27,000. The local taxation act of 1890, which assigned £78,000 to the national board, handed over the available residue, some £50,000 a year, to the intermediate board. The intermediate board was successful from the outset as regards the number who took the examinations, but criticisms were not long in making themselves felt, as was only likely in a system based on payment by results. The board themselves finally recognized "there were grave defects in the system," and on their own petition they were constituted in 1898 into a vice-regal commission to inquire into and report on the system and its working. Judging by the evidence, among the main evils alleged against the system were the excessive competition and cramming it engendered. It was further declared to make the teaching mechanical, to discourage preparation for all other types of continuative education other than university, and to tempt the teacher to concentrate on the clever pupils to the neglect of the rest. It was said to lead to overwork and physical overstrain. It was accused of producing a neglect of voluntary subjects and a direct discouragement of oral teaching in modern languages and of the practical teaching of science. It was stated that not half the intermediate pupils were presented for the examinations and not a third passed them. Many witnesses declared that it encouraged "touting" for distinguished pupils and actually led to bargaining between parents and teachers.

On the other hand its administration was "universally" admitted to be impartial. The examinations had proved their value as an independent and authoritative test of the work of the schools. It had enabled poor pupils of ability to get a better education, stimulated the work of the teachers, and given a great impulse to educational work in general. This was especially clear from the statistics of the number of Catholics receiving secondary education before and twenty years after the establishment of the examination. And finally the system was said to have stimulated parental interest, helped to raise the status and salaries of teachers, and given an enormous impetus to the education of girls.

The board reported in 1899 and said that without legislation they were powerless to carry out their recommendations. Next year Parliament by the intermediate education act gave them the necessary liberty to draw up their own rules subject to the approval of the lord lieutenant and Parliament, and power was given to appoint inspectors, which in the opinion of the board and of the great majority of witnesses before the commission was necessary to supplement examination, inspection being taken in the opinion of the board to include the sanitary conditions of the school, reasonableness of school hours, and proper provision when practical science was taught.

New regulations were issued in 1902, and candidates are able to take, in three out of the four grades, either honors or pass papers. No one is eligible under 13 or over 19, and the first or preparatory grade is only open to pupils under 15. An intermediate roll has to be sent in by each head master containing the names of all pupils eligible by age to compete. The examination was divided into two courses in 1902. They have since been expanded into five—the classical, modern literary I (French or German, with Irish), modern literary II (French and German), mathematics, and experimental science. English and mathematics are compulsory in all courses, and other subjects have to be chosen by the candidates.

In 1901 six temporary inspectors were appointed. Extracts from their reports were published in 1902. They criticised the too exclusive preparation made by the schools for the examination, the imperfect grading of the pupils, and the excessive number of schools in the same districts. They commented on the excellence of the discipline and the high conscientiousness of the teachers, but they spoke unfavorably of the slowness of the teaching and the inaudibility of the pupils. The English teaching, in spite of sundry criticisms, was praised for arousing interest. The history and geography were apparently taught on rather old-fashioned lines. The Latin and Greek were pronounced to be good in the larger schools, but less satisfactory in the smaller. In modern languages the work in grammar,

translation, and composition was commended, but the colloquial side, for which no allowance was made in the examination, was naturally disappointing. In respect to mathematics and experimental science the inspectors stated "We can speak highly of the labor, patience, and care that have been bestowed on these subjects in the great majority of schools." The deficiency in competent science teachers was noted and the need of special supervision in that branch of the school work.

Next year the experiment of sending out inspectors was renewed. Meanwhile the results of their work were so satisfactory that the board unanimously were of the opinion that "inspection should be at once organized on a permanent footing," but owing to the uncertainty of the political situation nothing was done. To insure standardization of the examination from year to year eight permanent examiners were appointed.

The backwardness of science teaching in Ireland, alluded to above, is due to the somewhat checkered career that the teaching of the subject had previously experienced in Ireland. From the outset Ireland shared in the bounty of the science and art department on the same lines as Great Britain. In 1852 out of 20 art schools in the kingdom Ireland had 2. In 1860 out of 87 subsidized schools Ireland had 8. In 1868 these schools had risen in number to 76, as against 16 in Scotland. The high-water mark was reached during the years 1887-1890. In 1889 the number of schools receiving grants was 342 and the total grant £8,836, or more than one-eleventh of the whole grant for the Kingdom. It then fell away, until in 1897 it only amounted to £2,500 out of £172,000, or about one-seventieth of the whole grant, the reason being that while South Kensington gradually ceased to subsidize national and night schools, the rules of the intermediate board hindered the schools in working for the science and art department. In 1899 the English science and art department was replaced by act of Parliament by a department of agriculture and technical instruction, of which the president was the chief secretary for Ireland. The vice-president is a paid official, and the first person to fill the post was Mr. (since Sir) Horace Plunkett, to whom Irish agriculture and Irish technical education owe so much. There is a general council of agriculture and two advisory boards, one of which is for technical education, while for coordinating educational administration there is a small consultative committee, consisting of the vice-president and one representative each from the technical, agricultural, national, and intermediate boards. The fall in science was shown by the fact that in 1891 there were 2,885 candidates in this subject at the intermediate examinations. The number had decreased in 1899 to 673, and in 1901 there were only 6 laboratories in the secondary schools. The recovery was equally rapid, thanks to the efforts of

the new department. By the end of 1902, 101 permanent and 49 provisional laboratories had been established, at a cost of £30,000, and summer courses were started on a large scale for teachers. In 1901-2 no less than 6,412 candidates took the first year in physics. The intermediate board always lend a helping hand to managers by making loans to enable them to provide proper equipment. These loans in 1904 had already amounted to over £16,000, and in and after 1905 science was for some years made compulsory, with certain reservations, on all students save those taking the classical course.

In 1904 Mr. Dale, who had already reported on elementary education, was commissioned, in conjunction with Mr. Stephens, another inspector of the English board of education, to report on the system of intermediate and technical education in Ireland—"the latter so far as it is connected with the former"—and "to ascertain whether any organic or other changes in that system are desirable." They were specially to deal with coordination of intermediate with all forms of education, primary, technical, and university; with the staffing, equipment, and sanitation of intermediate schools; with the methods of allocating the funds of the board and the possibility of making grants to selected schools; and with the possibility of establishing a profession of intermediate teachers. As regards the lack of coordination they pointed out the undue overlapping between primary and intermediate schools, the deficiency in scholarships or other means of helping on the poorer children to higher education, except in the case of the Christian Brothers and one or two other bodies, and the shortage especially in the north of Ireland of intermediate schools. This want of coordination they attributed to the absence of any central department to survey the two systems as a whole. They advocated the creation of scholarships tenable at intermediate schools for elementary and other children and mentioned with approval the scholarships given by eight counties under the agricultural and technical department. They also praised the department for the work it had carried out in cooperation with the intermediate board in erecting laboratories and reforming the teaching of experimental science. The connection of the universities with intermediate education was described as very imperfect. As a remedy for the lack of coordination, they suggested a school-leaving certificate with a consultative committee. The premises and equipment of the schools with over 65 boys and 52 girls were reported as satisfactory, but this was not the case with two-thirds of the smaller schools. They found 55.3 per cent of the men and 30 per cent of the women in Protestant schools had degrees, while the majority of the Catholic teachers were in orders and had been trained at Maynooth or some Catholic institution of university rank. They noted the lowness of the

salaries of assistants, the average in 70 boys' schools being £82 6s. 7d. and in 47 girls' schools, £48 2s. 7d. They commented on the excessive cost of administration and examination, which, however, was swollen in the year under review by the cost of the temporary inspection. It amounted to nearly £15,000, out of a total income of about £85,000. They asserted that a permanent inspectorate would not be a satisfactory remedy for current defects, unless more effective control, which legally seemed doubtful, could be exercised by the board over the schools, and the extent and cost of the examination were lessened at the same time: They recommended, therefore, an amendment of the acts, coupled with a block grant, an internal examination of each recognized school under the general supervision of the inspectors, and external examinations for the leaving certificates conducted by the central authority. They noted the absence of registration and proposed that teachers should avail themselves of the British register (since defunct), pointed out existing institutes for training in Ireland, and suggested that salaries would best be raised by the adoption of registration and inspection.

The abortive attempt has already been described which was made in 1907 to carry into effect by parliamentary enactment the administrative reforms outlined by the report of Mr. Dale for primary education as well as those contained in the above report. It will be remembered that under this Irish council bill it was proposed to dissolve the intermediate board and the commissioners of national education and hand over primary and secondary education to an educational department or committee under the control and organization of the council. The bill was withdrawn, and since then no further effort has been made to coordinate Irish education or create local educational authorities. Next year the board at last received permission to appoint six permanent inspectors, who were appointed in the following year. The result of the experiment will naturally be awaited with great interest. Obviously, if inspection can be found to replace partially the examination, the worst tendencies of the system of payment by results will be neutralized, such as the temptation to neglect the weaker children and voluntary subjects not contained in the examination courses. The adoption of the two leaving certificates as advocated by Messrs. Dale and Stephens and corresponding to the system already obtaining in Scotland seems a more or less possible step. The elimination of the weaker teachers by means of registration would probably enable, as Messrs. Dale and Stephens have suggested, the better teachers to command better salaries. Such is in fact already the case with the teachers of science who are registered by the technical department. It is curious to find that the course of Latin and modern languages, as noted by Doctor Starkie, is still lacking in the list of courses; yet its utility has fully

been proved in France and by the curriculum of the Real Gymnasium in Germany.

A few statistics may be added here to show how fully, except for the condominium in science teaching that it shares with the department of agriculture and technical instruction, the intermediate board has become the authority for secondary education. In 1903, 262 schools, with a school population of 12,135 boys and 7,322 girls, were receiving grants from the board, while in 1901 (the latest census figures available) there were in the 475 so-called superior schools (excluding certain colleges and elementary schools) 26,760 pupils (15,307 boys and 11,453 girls). In 1900, 6,093 boys and 2,194 girls entered for the examination, or 8,287 in all. In 1908 the numbers had risen to 8,283 boys and 3,906 girls, or 12,159 in all. The numbers who passed in 1900 and 1903 were 5,314 and 6,972, respectively, being 59.9 per cent of the boys and 63.9 per cent of the girls, or 61.2 per cent of the whole number. The total school grant was just under £50,000. The board's income amounted to about £86,000.

One word of caution is perhaps necessary to anyone seeking to appraise the work of the intermediate board. The inevitable tendency of all critics, especially among a critically minded people, and of all commissions of inquiry, is to insist on the unsatisfactory rather than on the satisfactory side—on what remains to be carried out rather than on what is already accomplished. It may therefore be advisable to point out that when all has been said and done, the intermediate board in its thirty-odd years of existence may safely be credited with two important services which must together outweigh the sum total of all its defects, real or imaginary. It has practically, if not actually, called into being Catholic secondary education (compare statistics of 1878), and it has given an immense impetus to the intermediate education of girls.

TECHNICAL EDUCATION.

The rôle played by the science and art department in fostering these two subjects in Irish schools has been described elsewhere. As has already been stated, the money available under the local taxation act of 1890, amounting in the case of Ireland to a variable sum of about £128,000 a year, was handed over to the national and intermediate boards instead of being devoted to technical education, as in England and Scotland. The science and art department therefore continued to give grants for the teaching of science and art under the regulations of that department. In 1887-88 the total amount was about £7,000, of which £4,577 odd was contributed by the local authorities. Meanwhile a local, which later became a national, movement was springing up in the country in favor of reviving and extending

Irish agriculture and industries by means of education. A small committee was formed in Dublin to promote technical education in 1886. In 1887 the city of Dublin technical schools were opened. They were supported by voluntary contributions and a grant from the Dublin corporation under the library acts. In 1889 the first technical education act applicable to Ireland was passed, but Dublin, Galway, and Cork were practically the only places to avail themselves of it. The movement received a vigorous impetus from the formation of the recess committee, in 1896, composed of members of all parties, which advocated the formation of a department of agriculture and industries. This, as has already been described, was created in 1899. Salaries and office expenses are provided by annual parliamentary vote. The department was set up with an income of about £166,000 a year, of which £55,000 was reserved for technical instruction; £78,000 of this money represented the local taxation grant of 1890 hitherto paid to the national board, who now received in its place a yearly equivalent sum by House of Commons vote. In 1908-9 the endowment fund had risen to £180,000, of which £72,000 was available for education. The board also received under the act of 1899 capital to the extent of about £205,000; this in 1909 had been augmented by the unexpended cash balances, etc., and amounted to £285,288. Against this, liabilities had been incurred amounting to about £104,000. The department also continued to receive a sum (about £7,000) in lieu of the equivalent grant, a compromise on the science and art grant.

The agricultural side of the department's work touches education at many points. It maintains an agricultural faculty in the Royal College of Science and Art and the Albert Agricultural College, Glasnevin, which gives training in horticulture as well, the Munster Institute, and the Ulster Dairy School. The latter two are open only to women and give instruction in dairy work, feeding and management of cows, poultry keeping, agriculture, and domestic economy. Agriculture is further taught at the agricultural stations at Athenry, Ballyhaise, and Clonakilty. Agriculture and rural domestic economy are also taught at the "aided" agricultural college at Mount Bellew and at the nine schools of rural domestic economy, at Westport, Ramsgrange, Claremorris, etc. And finally there are the classes, lectures, and practical demonstrations carried on by the itinerant instructors in agriculture, horticulture, poultry keeping, and butter making throughout the country. Classes for training qualified teachers of agricultural subjects have also been established at the Royal College of Science, at the Albert College, and the Munster Institute. These trained teachers in 1908-9 numbered 123. The number of itinerant teachers numbered 128. Winter classes in agriculture were formed in 1908-9 in 20 counties. There

were in all 50 classes, and 375 students were admitted. In 1901-2 the agricultural board voted £3,000 for rural industries and technical instruction connected therewith. This in 1908-9 had grown to £9,000. Classes in lace and crochet making, basket making, and other rural industries are also financed by the agricultural board, at a cost in 1908-9 of £3,000.

In 1908-9 the institutions maintained by the department under the annual parliamentary vote were the Royal College of Science, the National Museum of Science and Art, the Metropolitan School of Art, and the Royal Botanical Gardens. The cost of these institutions in 1908-9 was £44,292.

The board of technical instruction is a body composed of the president, the vice-president of the department, fifteen representatives of local authorities, one representative from the intermediate and national boards, respectively, and four persons nominated by the department.

The whole policy of the department is based on the principle of helping those who help themselves and the congested districts were expressly excluded from its purview in 1902, though it has later taken over some of the agricultural work of the congested district board. In accordance with this policy the department was prohibited from applying any of its funds (except in special cases) to schemes in respect of which aid was not given out of money provided by local authorities or from other local sources. Every urban district council and every county council may raise a twopenny rate to be applied to technical institutions in towns and to technical instruction and the fostering of agriculture and rural industries in the country. They may also borrow money for building purposes.

The local authorities formulate schemes for their districts which must be approved by the department. This has allowed of a certain diversity between town and country districts, as well as permitting the erection of purely commercial schools in Rathmines and Cork in addition to the ordinary technical school in the latter city. The £55,000 income was divided into two parts; £25,000 was given to the six county boroughs (Dublin, Belfast, Cork, Limerick, Londonderry, and Waterford), to be applied in aid of technical schemes approved by the department. This has scarcely varied at all (grant in 1909-10 being £26,000). The remaining £30,000 (£29,000 in 1909-10) was expended by the department on technical instruction in urban and country districts, while £4,000 of it is set aside for central purposes (senior scholarships, teachers' classes, etc.). Grants amounting to three-fourths of the approved expenditure are made to special trade preparatory schools in Belfast, Portadown, Pembroke, Kilkenny, and Queenstown. In 1902-3 27 county schemes and 24 urban schemes were more or less fully in operation, together with those of the

6 county boroughs, and in 1903-4 the total raised by rates was estimated at £25,000, of which, roughly, half came from the counties and half from the county boroughs. This amount came to £29,602 odd in 1908-9. Every county in Ireland contributed, and the total included over 70 urban and rural districts. It is interesting to note that in 1902 it was estimated a 1d. rate all over Ireland would produce a little under £60,000.

In 1906 a committee of inquiry was appointed to inquire into the working of the department. The report on the whole was favorable to the department.

The last report, 1908-9, speaks of the work while still extending, having entered on a phase of consolidation. The rapid development of technical education is attributed to the substitution of inspection for examination and the facilities afforded by the department for the training of teachers. The new regulations for technical schools, with their increased grants and demand for higher standard of efficiency, are stated to have been very beneficial. The cooperation of employers has been increasingly secured. The schools of commerce are flourishing, but the question of suitable buildings is a serious one. Hygiene and home nursing have been added during the last two years to the domestic economy in rural districts.

In the secondary schools the teaching of the department's programme is maintained efficiently and harmoniously. Domestic economy as a subject is growing in girls' schools. The summer courses for teachers were attended by 622 teacher-students, and 523 received certificates; 113 national teachers presented themselves for examination in elementary experimental science and 67 received certificates. A large number of scholarships to the intermediate, trade, domestic economy schools, and to the Royal College of Science and to the Metropolitan School of Art were awarded, as well as certain local exhibitions. One of the most promising developments of the department is the encouragement offered during the last three years under its revised regulations to technical schools in technology, handicraft, commerce, applied science, and art. Other interesting departures are the two schools it has established, one for training in domestic economy and one for instructors and domestic servants. The amount allocated for the session 1907-8 to technical schools was £15,805, while the secondary schools for experimental science, drawing, manual instruction, and domestic economy received £26,725, and the primary schools for drawing and manual instruction £1,819. In 1908-9 the grant to the technical schools was £18,952. In the forthcoming year it will be probably over £22,000. These moneys are derived from the science and art grant, which in 1897-98 had sunk to £2,613, but has since been rapidly growing, especially in recent years. In 1906-7 it amounted to £26,400. It was £37,550 in 1907-8, and in 1908-9 it had risen to £43,600.

UNIVERSITY.

The early beginnings of Irish university and secondary education have already been described (see secondary section). The total destruction of higher education commenced, as we have seen, by the repeated inroads of the Danes, and, completed by the long drawnout struggle of the Anglo-Norman conquest, left a blank which was not filled up till the foundation of Trinity College in 1591. It is true that Archbishop Leek attempted to found a university in Dublin in 1311, and an act of Parliament was passed in 1465 for establishing a university at Drogheda, while Pope Sixtus IV issued a bull for founding a university in Dublin in 1475. But these attempts bore little fruit, and the Dublin University, such as it was, perished at the time of the confiscation of the monasteries.

Trinity College was founded by charter by Queen Elizabeth. It was built on the site of the old suppressed Augustinian monastery of All Hallows near Dublin and was opened to students in 1593. The college was described in the charter as "Unum Collegium Mater Universitatis," but no other college has ever been established, so that the university and the college became practically identical. It is a moot point whether it was originally intended for the whole population or only for a denominational section, but as things turned out it was exclusively Protestant for two hundred years, except during a brief period in the reign of James II, who appointed a Catholic as provost.

The college was admittedly founded in imitation of Oxford and Cambridge, and, as a matter of fact, the first four provosts were Cambridge men.

Certain confiscated lands in the north and £2,000 collected in money formed the first endowment.

The government consisted of the provost and the fellows (later of the senior fellows only). In 1615 James I gave the college the right to return two members to Parliament. In 1637 Charles I granted a new charter, resuming for the crown the right of making statutes. The statutes then issued, with certain modifications, lasted till the times of modern reform.

The first provision for medical education was made outside Trinity in 1667, when a charter of incorporation was granted to the Royal College of Physicians. It was incorporated under the title of the King's and Queen's College in 1692. Under legislation in 1741 and later, four King's professors of medicine in Trinity were created; their election, however, was placed in the hands of the Royal College of Physicians. There were also faculties of law and medicine, and in 1776 two royal chairs of modern languages were founded. In 1641 the first school of engineering in the Kingdom was established at Trinity.

Up to 1794 the university was closed to Catholics and Dissenters, though the presence of a few was tolerated. After that date the university was thrown open to both. They were not, however, allowed to hold office in the university.

There was an outburst of educational activity during the last two decades of the eighteenth century. The Royal College of Surgeons was incorporated in 1784 and opened as a licensing and teaching institution. The astronomical observatory at Dunsink, created in 1785, was placed in 1791 under the care of the royal astronomer of Ireland. The Apothecaries' Hall was incorporated in 1791 and the Royal Irish Academy in 1786. Barristers are admitted by the King's Inns in concurrence with the law school of Trinity College, a scheme that according to the commission of 1906-7 has worked well.

In 1795, owing to the destruction of the ecclesiastical colleges in France, the Irish Parliament passed an act appointing trustees for endowing an academy for Catholics only and giving an annual grant of £8,000. This was the origin of the celebrated College of Maynooth. A lay college was attached to it in 1800 for boys over 14, but it was discontinued in 1817. Its failure is attributed by Doctor Starkie to the fact that it had no "root fibers in a system of primary and secondary schools." Maynooth was incorporated in 1845, when the annual grant was raised to £26,360 and provision was made for 520 students, a sum of £30,000 being given for building. On the disestablishment of the Irish church Maynooth received a lump sum of £369,040 in lieu of the annual grant.

The Presbyterians received, about the same time as the foundation of Maynooth, a grant for the education of their ministers. In 1814 they opened the Belfast Academical Institute, which later became the General Assembly's Theological College at Belfast. Their grant, which was £1,500 in 1828, was £2,500 in 1849, and at the disestablishment it was commuted to £43,976, and £15,000 was given for buildings.

In 1845 Sir Robert Peel passed an act providing for the establishment of three Queen's colleges "in order to supply the want which had long been felt in Ireland for an improved academical education, equally accessible to all classes of the community without religious distinction." The scheme itself goes back to the report of the select committee of 1838, and was really due to its indefatigable chairman, Mr. Wyse, the moving spirit in all educational reform, whether elementary or secondary, during the first half of the nineteenth century; £100,000 was granted for sites and buildings at Belfast, Cork, and Galway, and each college received £7,000 a year. The colleges were strictly undenominational. Three faculties were established in each, arts, law, and physics. They were opened in 1849, and in 1850 the Queen's University was founded to act as an examining

university for degree students from these colleges. The latter opened in 1849 with 223 matriculated students, 63 being Established Church Protestants, 80 Catholics, and 80 Presbyterians and Dissenters. It was provided by the act that the visitors of the colleges should represent the several religious persuasions, but the Roman Catholic ecclesiasts refused to serve. Next year, at a plenary synod of the Catholic hierarchy held at Thurles, the new Queen's colleges were definitely condemned and it was resolved to found a Catholic university in Ireland at the suggestion of the Pope.

A royal commission on Trinity College was appointed in 1851 which reported that the income amounted to £62,000, while fees in 1850 brought in over £3,000. There were 1,217 undergraduates on the books. The commissioners found the general state of the university satisfactory. Certain internal reforms were proposed, many of which were adopted in 1857.

Meanwhile the proposals of the Thurles synod were realized in 1854 by the foundation of a "Catholic University of Ireland," modeled on the University of Louvain. The first rector was Doctor Newman, afterwards Cardinal Newman. Between 1851-1865, £125,000 was collected and an additional £59,000 by 1874. The fees were almost nominal, salaries came to £5,000 out of a total annual cost of £6,000. In 1879 the funds were nearly exhausted. The refusal of a charter in the opening years seems to have seriously hampered its development.

In 1865 a Mrs. Magee left £20,000 to found and endow a college for Presbyterian ministers, called Magee College, at Londonderry. While primarily a theological college, it has also an arts side attached. In 1866 Alexandra College was founded for the higher education of women, and a residence house opened, and in 1870 the University of Dublin held its first examination for women.

In 1867 the government of the day removed the religious disabilities attached to the holding of certain chairs in Dublin University, and in 1873 all tests were abolished except for the divinity professors and lecturers. Early in 1873 Mr. Gladstone brought in a bill to solve the Irish university difficulty. He described the University of Dublin as being in servitude to a single college. "It means servitude to eight gentlemen who elect the other fellows, who elect also themselves, and who govern both the university and the college." He proposed a new Irish national university composed of Trinity, the Catholic University, Magee College, and the Queen's colleges of Belfast and Cork. The theological faculty in Trinity was to be handed over to the representative body of the disestablished church. The new university was to take no cognizance of metaphysical or moral philosophy or modern history. Both Protestants and Catholics disliked the proposals, the latter because it offered only

recognition without endowment to the Catholic University, and the measure was lost by three votes on the second reading.

In 1879 the Queen's University was replaced by the Royal University of Ireland. In 1883 the annual grant rose from £5,000 to £20,000 a year, the university receiving for the first time its full income from the funds of the disestablished church. The new charter, issued in 1880, gave power to confer degrees in all faculties except theology. No residence or attendance at lectures (except for medical students) was required. The religious difficulty was thus shelved and Catholics readily availed themselves of the examination and accepted office in the new university. In debatable subjects like philosophy, alternative sets of questions were set by examiners chosen respectively from Catholics and Protestants.

The corporation consisted of a chancellor, senate, and graduates. Twenty-nine arts and eight medical fellowships were created, as well as scholarships and prizes. By a tacit understanding half of these fellowships were given to the Queen's colleges, with the exception of one, which was assigned to Magee College, the remaining half being given to the University College, Stephens Green, which took over the buildings of the former Catholic University, the new Catholic University consisting henceforth of the above college, together with Maynooth, Blackrock, Carlow, Clonliffe, and the Catholic Medical School.

In 1882 the classes and scholarships in the Queen's colleges were thrown open to women, while as regards the Royal University women were from the first placed on an equality with men. The attendances at the Queen's colleges fluctuated considerably. Their maximum numbers were reached in the early eighties. Thus at Belfast in 1881-82 there were 567 students, of whom 353 were Presbyterians and 25 Catholics. These in 1899-1900 had sunk to 347, of whom 247 were Presbyterians. Cork had 402 in 1881-82 (with 221 Catholics). In 1900-1901 it had only 171 (98 Catholics). Galway had 208 (87 Catholics) in 1881-82. In 1898-99 there were only 83 (of whom 28 were Catholics). Many of the above students were exhibitioners and scholars. Thus at Galway in 1900-1901 they numbered 56 out of 84 matriculated students.

The Queen's University had 302 candidates for examination in 1870 and 748 in 1880. The Royal examined 2,364 candidates in 1884 and 2,658 in 1900. In 1896-97 the Catholic college, Stephens Green, Dublin, with only 130 pupils obtained 49 first-class distinctions in the examinations, as against 33 for all the Queen's colleges. The number of degrees taken by women was 9 in 1884 and 65 in 1900. In 1901 the number of students at Maynooth was 504, at Magee 70, and at the General Assembly's Theological College 46.

Trinity College is partly a residential and partly an examining university. It was stated that in 1891 less than 20 per cent of the students obtained degrees by examination only. The largest number on its books during the last century was 1,338 in 1881; of these 115 were Roman Catholics. In 1894 there were only 1,063, and in 1901 the numbers had sunk to 976. It is estimated of 1,200 students who matriculated between 1891 and 1895 only 6 per cent were Catholics.

The Catholic position was excellently put by Archbishop Walsh in 1890: "To all Catholics it comes as a fixed principle that every institution such as Trinity College, embodying what is known as the 'mixed system' is from the nature of that system a source of danger to Catholic students if they frequent it; a source of danger to the vigor and even the integrity of their faith; a source of danger also to their constancy in the full and faithful observances of the practical duties by which they are bound as Catholics."

In July, 1901, a royal commission was appointed "to inquire into the present position of higher general and technical education in Ireland, outside of Trinity College, and to report as to what reforms, if necessary, are desirable in order to render that education adequate to the needs of the Irish people." The final report was signed by 11 out of the 12 commissioners, with sundry reservations. The commissioners considered that the present arrangement by which degrees of the Royal University were obtainable by examination alone had lowered the ideal of university life and education in Ireland and should be abolished. It insisted that the Royal University should be converted into a teaching university, in which attendance at lectures should be indispensable for degrees. The Queen's colleges should be the constituent colleges of the university, together with a fourth, Catholic, college in Dublin. Belfast should be liberally endowed and equipped, but Cork and Galway were rather to be reduced.

In December, 1903, Trinity College was thrown open to women, and those who had taken the necessary examinations elsewhere were also admitted to degrees "ad eundem." This latter privilege was only continued till the end of 1907, but no less than 800 women, mainly from Oxford and Cambridge, availed themselves of it, and the fees thus received, some £16,000, were set aside by the college for the promotion of women's education.

Statistics issued by the three Queen's colleges in 1907 showed a steady recovery from the low figures of 1900-1901. Thus in 1907 Belfast had 390 students. Its teaching staff had also been much strengthened, and numbered 40, as against 20 in 1887, and 8 new laboratories had been added. Galway reported 111 students and Cork 265, of whom 179 were Roman Catholics. The principal of

the latter also renewed the claims of Cork to be made a separate university for Munster, and referred to the offer of £50,000 under certain conditions from Mr. W. O'Brien and his wife.

Meanwhile, the report of the commission of 1903, though its general conclusion of a federal university proved unacceptable, made the solution of the university question seem more pressing than ever. In March, 1906, the Government announced its intention to appoint a royal commission on Trinity College. According to the Irish secretary, Mr. James Bryce, it was to "deal with the revenues of the college, with its government and administration, with the teaching staff, with the system of examinations and rewards. A general consideration of the place Trinity College ought to occupy in the higher education of Ireland, so that it might become more useful to the people of Ireland at large than perhaps it was at the moment, could not be excluded." The terms of reference bore out the Irish secretary's prognostications, and the full title of the commission appointed in June, 1906, was Royal Commission on Trinity College, Dublin, and the University of Dublin. The commission was further empowered to take cognizance of the reports and evidence received by the commission of 1901.

The commission issued its final report in 1907. The commissioners reported that Trinity College was a satisfactory organ for Protestant Episcopalian education, but not for Roman Catholic. Four commissioners were in favor of a federal university, composed of Trinity, a suitable Catholic college in Dublin, and the three Queen's colleges. Another favored the solution, but doubted its success from the hostility of the colleges concerned. Three commissioners favored a reconstitution of the Royal as a teaching university, composed of the three Queen's colleges and a new Catholic college in Dublin, and one, the representative of Trinity and a Catholic, was against the creation of any new college. Thus, while the commission was practically equally divided on the question of remodeling Dublin University or not, an overwhelming majority was in favor of the creation of a new college in Dublin acceptable to Catholics. No changes in the constitution of Trinity could be recommended which would make it acceptable to Catholics, but intercollegiate cooperation was recommended between Trinity and the new proposed college, and the offer made by Trinity of special arrangements for Catholics, Presbyterians, and Methodists was to be included in the new statutes.

It was recommended that the governing body of Trinity should be remodeled. The existing governing body was to furnish one-fourth the members, half were to be elected by the fellows and professors from among the fellows, and a fourth from the professors who were not fellows. In place of the council there was to be an academic council

and boards of studies. Hitherto the fellows had been elected by examination, which involved, as a rule, much laborious work for several years after full graduation. As a permissible alternative the commissioners recommended the presentation of a thesis or other original work. It was reported that the cooperation between the Law School and the King's Inns had been advantageous. More encouragement was to be given to Irish and the prosecution of research work. The office of lady registrar should be made permanent. The right of recognizing lady teachers in any college for women within the 30-mile radius was to be granted to the college.

On March 31, 1908, Mr. Birrell, who had succeeded Mr. Bryce as Irish secretary, introduced a bill giving force to many of these recommendations. Trinity College was left alone. Two new universities were to be founded, one at Belfast, the other to comprise Cork and Galway, with a new college in Dublin. The Royal University was to be dissolved. There were to be no religious tests for professors, lecturers, fellows, or students, no state endowment of theology or for building or maintaining places of worship, the latter to be provided, if desired, by private enterprise. The universities were to be governed by senates, nominated at first provisionally for a term of years, but hereafter to be elected for the most part academically. Women were to be represented upon them. The universities were to have the power of admitting to their examinations and degrees the matriculated students of any "recognized" college. This, as it afterwards appeared, was meant to refer to Magee and Maynooth. No external students were to be admitted to examinations. This latter condition was not to the liking of the national teachers, who saw that they would largely be cut off from taking degrees in the new university.

The bill passed the second reading by an overwhelming majority and was "warmly supported" by the Nationalist members, most of the criticism it received in Parliament coming from the Protestant members for Ulster.

The third reading was passed on July 27, and the bill received royal assent.

In summing up the main features of the measure the Journal of Education says:

"To an outsider situated between the two opposing camps of Irish religious and political beliefs the measure seems to be about as colorless as it is possible to make it. The absence of religious tests, the exclusion of the clergy from *ex officio* representation on the governing bodies, the fact that provision for theological teaching is left wholly to private endowment, would seem to be the only safeguards against denominational or clerical occupation which lie within the power of anticipatory legislation * * *. If the people either of the north or of the south choose to make their university denomina-

tional, denominational it will be, in spite of all the acts of Parliament in the world."

By the financial clauses of the act Galway was allotted an annual grant of £12,000, Cork of £20,000, Dublin £32,000, and Belfast £18,000. The original endowment of the Royal was divided between the two universities, whose total income (colleges included) was thus £85,000, against £35,000 before the act; £60,000 was given for building to Belfast and £170,000 to Dublin. By letters patent issued December 2, 1908, the new university in Dublin received the title of National University of Ireland, and Queen's College, Belfast, was rechristened Queen's University, Belfast. New statutes were issued on May 24, 1909, for the two universities and the constituent colleges. In the National University the senate elects the vice-chancellor and appoints and dismisses all professors, lecturers, etc. In academic matters it is assisted by boards of studies. Convocation which elects the chancellor comprises the officers and senate of the university and all graduates, including those of the Royal who pay a fee. Women are eligible. There are eight faculties: Arts, philosophy and sociology, Celtic studies, science, law, medicine, engineering and architecture, and commerce. Agriculture is included under science and Irish under arts. There are diplomas in agriculture, journalism, hygiene, etc. The senate may recognize colleges of a university type, provided no secondary education is given in them.

At Belfast, in addition to the senate, there is an academic council to control internal affairs and a general board of studies. The students have a council to represent their interests. Convocation is open to all graduates, including women. There are four faculties: Arts, science (including engineering and architecture), law, and medicine. Scholastic philosophy is included under arts. This has already been attacked in the House of Commons and before the privy council as violating the undenominational character of the university, but the petition against its inclusion was dismissed by the privy council in October, 1909. The matter has been revived and a final settlement has evidently not yet been reached.

Shortly after the passing of the act a strong agitation sprang up with a view of making Irish compulsory for entrance in the National University. Early in 1909 the Episcopal standing committee of the Irish hierarchy issued a statement deprecating compulsory Gaelic as proving not only a hindrance to the language movement but as likely also to drive away students. The Irish Nation declared, on the other hand, that the issue was between a substitute for Oxford and Cambridge and a democratic and national university. The Gaelic League naturally took a very prominent part, as well as many of the urban and district councils and the county councils, and in June,

1909, their demands were indorsed by the general council of the Irish county councils. By October 1, 130 urban and district councils and 23 county councils had pronounced in favor of compulsory Irish. Many of the councils threatened to refuse to strike a rate in support of university education if their demands were not complied with.

Meanwhile, in July, 1909, Magee College, which it was expected would apply for recognition to Belfast, decided to accept affiliation with Trinity College. On November 1 the new universities came into official existence. The fees at the National University were fixed at £10 a year for arts, £12 for engineering, and £14 for science and medicine. On February 23, 1910, St. Patrick's College, Maynooth, was admitted to recognition by the senate of the National University. In the early part of the same year the question of the recognition of the women's colleges also came to the front. But the petition of Alexandra College to Trinity College for recognition of certain of its lectures for university purposes was rejected. A similar request from certain of the women's colleges to the new University College, Dublin, was likewise refused. On the other hand, no provision has been made in the new Dublin College for technological subjects; it seems not improbable that the Royal College of Science will ultimately be recognized for such courses.

On April 6 Mr. Birrell stated in the House of Commons that the number of students in the new University College, Dublin, was 445 (including 39 women).

The agitation in favor of compulsory Irish at the National University continued with unabated vigor through the first six months of 1910. On May 5 the senate decided to make a course in Irish compulsory for those who did not take it at matriculation. This solution proved unacceptable to public opinion, and after a "long suspense," to use Archbishop Walsh's words, the senate finally decided to make Irish compulsory in and after 1913. The decision thus arrived at will insure from the county council alone, an income of £8,000 to £9,000 a year. The adoption of compulsory Irish means that the new university is assured of aid from the county councils alone of something between £8,000 and £9,000 a year. The final decision was arrived at at the end of June, and Archbishop Walsh attributed the long delay in part to the federal nature of the university, which, owing to the distances separating the different colleges, makes the work cumbrous and costly. It seems quite possible that Cork, as Doctor Windle, its president, has lately predicted, may retire from the Federal University and become an independent university for Munster. It has quite recently received a sum of £10,000, and the offer of Mr. W. O'Brien of £50,000 is always available. If this happens the National University will be only following in the footsteps of the Victoria University in England, whose three former members, Manchester, Liverpool, and Leeds, are to-day all independent universities.



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